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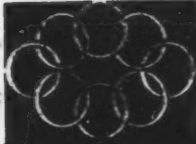
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ABSTRACT

This paper traces the development of the University Center at Rochester, Minnesota. The Center provides a means for the delivery of programs and services to students taking courses at Rochester Community College, the University of Minnesota Rochester Center, and Winona State University-Rochester Center. The three institutions of higher education share the Center's facilities, which include 12 interactive television classrooms, 10 science labs, 9 teaching labs, 3 open computer labs, library space, and service and administrative space. The development of the Center is considered in the context of Rochester's history and higher education needs. Community planning since 1986, fund raising, construction, and completion of the center in 1993 are highlighted. Mission statements of the Center and of the Greater Rochester Area University Center Board of Providers are attached. (DB)

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UNIVERSITY CENTER ROCHESTER

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by
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Minnesota Community College System
April, 1994

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In 1990, \$17 million was approved by the Minnesota Legislature for the construction of a University Center in Rochester. The University Center Rochester provides a means for the efficient and effective delivery of programs and services to students taking courses at Rochester Community College, the University of Minnesota Rochester Center, and Winona State University-Rochester Center. Students have access, in one facility, to quality educational programming, as well as academic and student services. The three higher education institutions will share 12 interactive television classrooms, 10 science labs, nine teaching and three open computer labs, expanded library space, study areas, academic and student services areas, and faculty and administrative space. The University Center Rochester is designed with advanced technology to provide for the quality delivery of programs and services in an accessible, unique and customer-friendly environment.

The University Center at Rochester
Rochester, Minnesota

by

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Minnesota Community College System

April, 1994

Although regions of Minnesota were still being settled by pioneers until the beginning of the 20th century, the southeastern region was well populated with family farms and towns by the middle of the 19th century. Rochester, a market town on the scenic, but definitely unnavigable Zumbro River, remained small and without any real manufacturing thrust all through the 1800's.

It is not surprising, therefore, that one of the first institutions of higher education in the Midwest started in Winona, Minnesota. The Mississippi River was a major avenue of transportation through the region. Winona, a prosperous manufacturing town on the river, was a popular stop for the boats that traveled between Minneapolis and St. Paul, at the head of navigation on the Mississippi River, and New Orleans. Roads lead from Winona to the farms of Minnesota, Wisconsin, and northern Iowa, and Winona's location on the river made it a natural hub for the region. In 1858 a normal school was opened for the purpose of training teachers. The college eventually became Winona Teacher's College and later, during the years when the baby boom generation forced Minnesota to expand its public higher education capability, the teacher's colleges of the state were combined into the Minnesota State University System and the official title of the college became Winona State University (WSU).

The opening of the Mayo Clinic, one of the world's first group medical practices, in Rochester around the turn of the century, quickly changed the economy of the area. Rochester grew rapidly and steadily and soon surpassed Winona in size and prosperity. Visitors to the community demanded better transportation and a hospitality industry. The Clinic and the supporting hospitals needed medical secretaries, lab technicians and nurses. The population grew and businesses expanded. The service economy which supported the clinic demanded a trained work force. By the early 1900's, Rochester's economy had moved from an agrarian base, to a knowledge base and had, for the most part, totally skipped the industrial age.

It is not surprising that the local public school board, under the direction of one of its members, Dr. Charles Mayo, suggested the district sponsor the establishment of a junior college. In 1915, the local public school district opened one of the first junior colleges in the nation to provide the highly skilled service employees needed by the Mayo Medical Center. The college offered additional general education to the area residents and concentrated on providing for the first two years of bachelor's degree programs for local residents. Students used their additional education in the local economy or transferred on to the University of Minnesota to complete advanced degrees. Quickly, however, the college began to offer two-year vocational programs in

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business, medical and executive secretarial education, as well as in nursing and the health sciences. Quite naturally, Rochester Junior College (which became Rochester Community College in 1972) grew quickly and remained the largest two-year college in the state until the mid 1970's when the changing economies of Minneapolis and St. Paul and the post-war baby boom population expanded the Twin Cities (Minneapolis/St. Paul) community colleges to larger sizes.

In the mid 1950's International Business Machines (IBM) opened a plant in Rochester. This again expanded the demand for a well-educated technical work force. Both Mayo and IBM continued to prosper and increase in size. Mayo now employs approximately 15,000 individuals and IBM 7,800. Both of these highly technical, knowledge-based industries, hire large numbers of professionals, and even larger numbers of technical and well-trained service employees.

It is sometimes said that history and politics have not been kind to Rochester. History, in the sense that Rochester was only a market hub on the prairie when higher education took root in southeastern Minnesota, leaving Winona to start the first institution of higher education, and politics, in the sense that by the time Rochester had become an important city in its own right, Minnesota's political power was vested in the Democratic-Farm-Labor party and Rochester was traditionally Republican.

Logic, and "Monday morning quarterbacking" would probably conclude that Rochester should have been the site of the southern branch of the University of Minnesota, the state's largest and only land grant university. A northern branch had been established in Duluth in 1947, when the Duluth Normal School (established in 1897) became part of the University of Minnesota. As Rochester became a world renowned medical center and, the site of a major IBM installation, the need for a university was evident. However, political forces were adverse to allowing the resources to flow to Rochester.

Several efforts occurred to relieve the immediate pressure for more higher education. Mayo worked with the University of Minnesota to provide medical education and eventually opened its own medical school and the Mayo School of Health Related Sciences in Rochester. Many of the two-year programs in medical technology were, and still are, provided as joint programs with Rochester Community College (RCC).

However, by the late 1970's, the pressure for more upper division and graduate education had increased to a level which demanded action. Several task forces and surveys explored options and in 1982, the Rochester Chamber of Commerce conducted a study of the demand for additional higher education in the area and found the unmet need to be extensive. Consultants suggested that the demand be met in one of three ways: (1) obtain authorization and appropriations from the legislature to construct a new public university, (2) entice a private college or branch of a private college to the community, and/or (3) build on the base provided by the community college to organize a cooperative "2 plus 2" program between RCC and the neighboring state university at Winona. The first option appeared to verge on the ridiculous as the state was, at the time, very short on financial resources and actually considering closing colleges. The second option also did not seem realistic, so option three began to look

appealing even though considerable rivalry existed between the two communities of Winona and Rochester.

WSU had been bringing course work to the Rochester area since the 1920's, and by the early 1980's had approximately 400 full-time equivalent students attending WSU at a rented former elementary school site. Under the leadership of the Chamber of Commerce, the community quickly organized a special task force on higher education to make its case to the legislature. The task was difficult because the newness of the idea of a four-year college built on a "2 plus 2" model was hard for lawmakers to understand. It was also a concept not totally appealing to some local citizens who did not understand it, and more importantly, worried that they were selling themselves short by not holding out for the major university the community had always wanted.

The plan included a new building on the RCC campus for upper division course work. Again, the strong DFL power base in the legislature left the Rochester community with little political power to negotiate the appropriation. However, a very fine selling job on the creativeness of the idea and a total community effort made the legislature willing to risk the experiment. In the 1984 session, Rochester received the authorization to spend \$2.85 million to construct a building to house upper division course work offered by Winona State University in Rochester on the Rochester Community College campus. It was to be built, owned, and maintained by RCC.

The project progressed well. By 1990, WSU was offering sixteen bachelor's degree programs and three master's degree programs at the Rochester site. Programs and course work were designed by the deans of the appropriate colleges at the Winona site and administered by a campus director housed in the Rochester facility. Although some faculty traveled from WSU (approximately 40 miles away) to teach, the WSU Rochester Center hired 27 full-time resident faculty. A student services coordinator worked with local students on counseling, advising, financial aid, and other student issues, and several WSU student service staff spent part of their time at the Rochester site. Many student and instructional support services were provided by RCC.

Winona State University contracted with Rochester Community College for maintenance, child care, bookstore services, food service, library, audio visual, printing, and duplicating services. This was of great benefit to WSU because it paid RCC only for the additional incremental costs of each of these operations rather than having to support base costs of each of the functions as it would if it were housed on a separate campus. In fact, the size of the WSU operation (now approximately 650 FTE, serving 2200 different students each year) was not large enough to make the operation of any of these functions efficient. However, being able to offer students these campus services and a campus atmosphere definitely enriched the quality of the educational experience for the upper division students. The interaction of the faculty members from the two institutions also enhanced course articulation and created a oneness in the articulated course work of the programs. The additional clientele and revenues from WSU students and contracts also increased the size, and consequently the efficiency, of the RCC operation.

Although the "2 plus 2" program, really became "4 plus more" with the addition of three master's degree programs, the demand for higher education offerings in the area went beyond the programs of WSU. Rochester, with IBM and Mayo hiring large numbers of employees who needed internationally recognized degrees, still found a need for University of Minnesota programs. In addition, WSU did not offer engineering degrees, a primary need of IBM.

In 1986, the city looked to the future in a total city long range planning thrust called "FUTURE SCAN 2000." This project reviewed demographic and trend information of the region, compared it with similar cities, conducted surveys of citizen concerns, and eventually spun off task forces to address the most pressing issues identified. Higher education again came to the forefront, and was the issue of greatest interest and concern to the community.

The higher education task force went to work to determine needs and to set forth a plan to meet the desire for additional higher education. In addition to extensive community involvement, the task force hired a consulting firm to define the exact needs of the community and to design a strategic plan for fulfilling the goals.

The consultants found the community still lacked access to nationally and internationally recognized business programs at the master's level. The demand for such degrees was pent up to the point where van loads of individuals were car pooling to the Twin Cities campus of the University of Minnesota to obtain M.B.A. degrees. The inconvenience and stress of this option was a real burden on the employees and, in addition, made Rochester a less desirable place for such employees to choose as a work site. Rochester's ability to recruit and retain quality, upward mobile employees was being hampered by the lack of higher education. In addition, another large unmet need was evident in the area of graduate engineering.

The consultants suggested a university center model for the community. The design would again make the RCC campus the site for all higher education offerings in the area. The University of Minnesota and any other public institutions desiring to be a part of the project would join RCC and WSU on the campus to form the University Center.

The community reviewed the plan thoroughly and decided the option was a viable one. The Higher Education Task Force which had evolved from FUTURE SCAN 2000, the city wide long-range planning effort, quickly organized itself into a 501-C3 chartered, non-profit organization, for the sole purpose of supporting the thrust. This entity became known as the Greater Rochester Area University Center (GRAUC) Board of Directors and obtained members from all of the significant power bases within the community. Monies were raised locally to support the effort, speeches were made to civic groups and service clubs, while TV spots and public talk shows supported the effort and transmitted the information in the necessary manner to provide a broad base of citizen support. The community put together a public information program and hosted a legislative weekend to provide information to the Minnesota legislature and generate good will toward Rochester's agenda.

In the fall of 1987, with the encouragement of the Greater Rochester University Board of Directors, all of the providers of higher education in the Rochester area worked together to produce a common quarterly bulletin to advertise course offerings. At that time, there were seven institutions offering higher education in the city. The joint publication was designed to aid clients in accessing all available higher education offerings even though they were not provided by a single institution. *The Link* as the publication was called, was a huge success and has become a major improvement in communicating with the higher education audience. The following summer the GRAUC Board provided money for a joint program description book, called the *Higher Education Guide*.

Representatives of all seven public and private higher education institutions providing offerings in the area began regular meetings to survey needs, articulate course work and programs, market jointly, and promote quality and efficiency in the use of resources. Their mission statement and operating by-laws are in the appendix.

The community, with the special direction of the Greater Rochester Area University Center Board, decided to approach the legislature with a three-pronged request. The city needed an appropriation for facilities, revenues (in a line item of the University of Minnesota budget) for additional programs in graduate engineering in Rochester, and a structure for local governance of the university center operation to create an entity out of the offerings of many higher education systems.

The part of the plan which caused the greatest consternation at the legislature was the local governance issue. The higher education systems (the University of Minnesota, the State University System, and the Community College System) became concerned about the impact this might have on them and discouraged the legislature from creating what they referred to as "another system of higher education for Rochester." It became apparent that a coordinated structure under a single form of governance (something like the Auraria Higher Education Center in Denver) was not in the cards for Rochester and that the project would have to be a continuation of the cooperative model which was progressing so well between RCC and WSU.

The real success of the session, however, came when the legislature mandated the University of Minnesota, through line item budgeting, provide graduate programs in electrical and mechanical engineering to the Rochester community. These began in the fall of 1988 offering a whole new dimension to the higher education program of the region.

In the 1989 session, the legislature appropriated planning money for the proposed \$17 million structure to expand RCC, WSU and the University of Minnesota offerings in Rochester and to house all of them on the RCC campus. Only these three public institutions actually have space in the new facility because the Rochester Technical College already has an adjoining site and the other providers in the cooperative endeavor are private institutions and, therefore, not eligible for state facility funding. RCC, however, does provide, on contract, support services for some of the private

colleges and any available space on campus can be rented to these entities to bring higher education, as much as possible, onto one site, while providing the adequate financial separation of public and private funds.

Joint planning continued throughout the 1989-90 academic year and in the 1990 legislative session, the Minnesota legislature appropriated the full \$17 million for the building of the University Center at Rochester. The appropriation was made to the community college and planning began immediately, with all three systems working cooperatively under the direction of the Director of Facilities for the Minnesota Community College System. Planning a building for the "highest and best use of all space" was the goal and all three systems worked together to accomplish that end. Designing a joint facility was naturally very strenuous and time consuming as great care was taken to meet the very diverse needs of the three institutions. Portions of the new construction opened in 1992, but the ribbon cutting for the completed facility occurred in September of 1993. It was, needless to say, a major celebration for all three institutions, the additional partners in educational endeavors in Rochester who are not housed in the building, and for the community as a whole.

The project includes 128,000 square feet of new space, plus substantial remodeling of existing RCC facilities to better meet the needs of the three institutions. Rochester Community College continues to provide the library, audio visual, printing and duplicating services, as well as managing the parking, security, maintenance, child care, food service, and bookstore operations. Many of the spaces for providing these services were remodeled and expanded.

Great effort has been taken to make the University Center at Rochester appear to be one institution to the client. Most facilities are shared, with the institutions making maximum use of space and equipment. There are common lounges, service, and reception areas. The hope is to truly move toward the "one stop shopping" approach. The mission statement printed below was drafted by and agreed upon by the three participating institutions. It offers some of the flavor of the goal to be attained.

MISSION STATEMENT

It is the mission of the Center to provide undergraduate and graduate education in a unique setting which will result from unprecedented cooperation and collaboration among three systems of higher education---the University of Minnesota, Winona State University and Rochester Community College.

The institutions comprising the Center will provide graduate and undergraduate degrees, offer continuing education opportunities and become a focus of intellectual and cultural activities in the community.

The Center will reflect the strong identity and traditions of all three educational entities, yet will emerge as an unusual institution with a unique identity.

The Center will operate under the following principles:

- The primary goal of the Center will be to serve the students and citizens of the Greater Rochester area.
- The Center will compliment and expand existing facilities and activities of an educational, cultural, intellectual, athletic and archival nature, with a high emphasis on quality throughout.
- The Center will be planned, built and operated to accommodate change and establish a pattern for future growth.
- The Center will be structured to create maximum synergy among educational providers. Services, functions, academic disciplines and course offerings should be integrated insofar as possible, with the aim of being perceived by users as a seamless whole.
- The Center must maximize user accessibility through the integration and simplification of student services. Based on this mission and principles, the institutions agree that the following priorities must be implemented as essential parts of the design of the Center:
 1. Expansion of the existing library facility and library materials.
 2. Provision of general classrooms, ITV classrooms, computer classrooms, science laboratories and faculty/staff offices.
 3. Integration of existing student and academic services.
 4. Reorganization of existing usage of facilities to gain the greatest possible harmony, effectiveness and efficiency of the entire campus, including the new facility.

APPENDIX

**MISSION STATEMENT
GREATER ROCHESTER AREA UNIVERSITY CENTER
BOARD OF PROVIDERS**

It is the mission of the Greater Rochester Area University Center Board of Providers to cooperatively provide, improve, and expand quality higher education opportunities which meet the needs of the citizens of southeastern Minnesota.

The GRAUC Board of Providers will provide direction for the member institutions, as evidenced by but not limited to:

- Coordinating activities with the Greater Rochester Area University Center Board of Directors
- Seeking community and legislative support
- Jointly surveying and identifying needs of the region
- Identifying common needs of the member institutions
- Promoting an understanding of common issue
- Sharing information among the member institutions
- Jointly disseminating information to the public

The GRAUC Board of Providers in addition will provide direction for cooperative efforts, as evidenced by but not limited to:

- Designing programs to meet needs
- Publishing course offerings to constituent groups
- Encouraging articulation of programs
- Enhancing student and instructional support services
- Promoting inter-institutional collegiality
- Increasing fiscal efficiency

Membership on the GRAUC Board of Providers will be defined by the Membership Policy Guidelines. The GRAUC Board of Providers will have co-representation at the executive board level with the GRAUC Board of Directors. The GRAUC Board of Providers will represent itself to the public and to each other under this mission statement and its operating by-laws.

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BY-LAWS

GREATER ROCHESTER AREA UNIVERSITY CENTER BOARD OF PROVIDERS

These by-laws relate to the mission statement of the Greater Rochester Area University Center Board of Providers, and delineate the Board's general operating guidelines.

1. The Board of Providers is a coordinate effort of the Greater Rochester Area University Center, Inc. and its Board of Directors. As such, the Board of Providers is not separately Incorporated, but operates under the non-profit charter granted to the GRAUC Board of Directors.
2. The Board of Providers receives its operating funds for specific projects through monies raised by the Board of Directors, or through funds assessed to the member institutions on the Board of Providers. Such funds are intended to pay expenses for agreed-upon activities jointly pursued by the Board of Providers.
3. Membership on the Board of Providers is open to institutions of higher education who have a critical mass of higher education activity in Rochester, as characterized by:
 - a. A significant number of ongoing and accredited offerings
 - b. Continuing commitment to service to the community, long-range planning, and new program development
 - c. Enrollment open to the public
 - d. An ongoing financial commitment, including evidence of adequate facilities and equipment for teaching courses and programs, including library resources, computer facilities
 - e. Student support services for course and program enrollees, including a local administrator, a local office, and ready access to counseling, advising, financial aid, and placement services
 - f. Documented evidence that its courses and programs fill unmet needs of the community
 - g. Demonstrated ability to continue to provide high quality programs and/or coursework to the community
4. Membership on the Board of Providers shall be at the discretion of the individual institution, and should be considered from among the senior leadership of the school who can represent and speak for the institution.

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